

APPLYING MINDFULNESS TO INCREASE INTRINSIC MOTIVATION IN CHILDREN AT SD 09 RAJIK BANGKA BELITUNG

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dampak penerapan mindfulness terhadap peningkatan motivasi intrinsik pada siswa sekolah dasar. Latar belakang penelitian ini adalah rendahnya keterlibatan belajar anak-anak yang lebih mengandalkan motivasi ekstrinsik dibandingkan dorongan dari dalam diri mereka sendiri. Dengan menggunakan pendekatan kualitatif dan metode studi lapangan di SDN 09 Rajik, Bangka Belitung, penelitian ini melibatkan siswa kelas IV dan V, guru, orang tua, dan konselor sebagai informan. Teknik pengumpulan data meliputi wawancara mendalam, observasi partisipatif, dokumentasi, dan diskusi kelompok terarah (FGD). Hasil penelitian menunjukkan bahwa praktik mindfulness seperti pernapasan sadar, refleksi diri, dan mindful colouring mampu meningkatkan fokus, mengatur emosi, serta mendorong motivasi belajar yang berasal dari rasa ingin tahu dan kepuasan pribadi. Anak-anak lebih menjadi aktif, percaya diri, dan mandiri dalam proses belajar. Temuan ini menegaskan bahwa mindfulness merupakan strategi yang efektif untuk memperkuat motivasi intrinsik serta menciptakan lingkungan belajar yang sehat secara emosional dan akademik. Rekomendasi diberikan bagi pendidik, orang tua, dan institusi pendidikan untuk mengintegrasikan latihan mindfulness dalam aktivitas sehari-hari anak.

Kata Kunci: Pembelajaran Berbasis Kesadaran, Motivasi Intrinsik, Regulasi Diri Emosional, Strategi

Abstract

This study aims to explore the impact of mindfulness on increasing intrinsic motivation in elementary school students. The background of this research is the low learning engagement of children who rely more on extrinsic motivation than their own inner drive. Using a qualitative approach and field study method at SDN 09 Rajik, Bangka Belitung, this research involved grade IV and V students, teachers, parents, and counselors as informants. Data collection techniques included in-depth interviews, participatory observation, documentation, and focus group discussions (FGDs). The results showed that mindfulness practices such as mindful breathing, self-reflection, and mindful coloring were able to improve focus, regulate emotions, and

encourage learning motivation derived from curiosity and personal satisfaction. Children became more active, confident and independent in the learning process. The findings confirm that mindfulness is an effective strategy to strengthen intrinsic motivation and create an emotionally and academically healthy learning environment. Recommendations are provided for educators, parents and educational institutions to integrate mindfulness practice in children's daily activities.

Keywords: *Mindfulness-Based Learning, Intrinsic Motivation, Emotional Self-Regulation, Strategy*



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INTRODUCTION

The phenomenon of decreasing children's learning motivation at various levels of basic education in Indonesia is of concern to many parties. Many children show a high dependence on extrinsic motivation such as rewards, punishments, or pressure from the environment, and lack a learning drive that comes from within (intrinsic motivation).¹ According to a report from the Ministry of Education and Culture, only 36% of primary school students show active engagement in the learning process independently, reflecting the low level of intrinsic motivation among students.

Mindfulness, or mindfulness, is a mental state in which individuals can pay attention to their thoughts, feelings, and bodily sensations directly and without judgment. The concept originated from meditation practices in the Buddhist tradition and has been adapted in various psychological and educational contexts. According to Kabat-Zinn, mindfulness can be defined as intentional attention, in the present moment, without judgment.²

Intrinsic motivation refers to the drive that comes from within an individual to perform an activity because of the interest or satisfaction gained from the activity, rather than because of external rewards.³ Intrinsic motivation is closely related to basic human needs for autonomy, competence, and connectedness. For children, intrinsic motivation is particularly important as it encourages them to learn more effectively, innovate and develop critical thinking skills. Research shows that children who have high intrinsic motivation tend to have better academic achievement

¹ Muti'ah Fadillah, Eva Latipah, and Rohmatun Lukluk Isnaini, "Eksplorasi Pembelajaran Berbasis Mindfulness Dalam Meningkatkan Fokus Dan Sikap Religius Mahasiswa Program Studi Pendidikan Bahasa Arab Di UIN Sunan Kalijaga Yogyakarta," *J-Simbol: Jurnal Magister Pendidikan Bahasa Dan Sastra Indonesia* 13, no. 1 (2025), <https://doi.org/https://doi.org/10.23960/J-Simbol EKSPLOKASI>.

² Jon Kabat-Zinn, "What Physicians , Psychologists , Scientists , Meditation Teachers , Educators , and Leaders Are Saying about Full Catastrophe Living," 1990.

³ Edward L Deci and Richard M and Ryan, "The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior," *Psychological Inquiry* 11, no. 4 (October 1, 2000), https://doi.org/10.1207/S15327965PLI1104_01.

and are better able to cope with challenges.⁴ Thus, it is important to create an environment that supports children's intrinsic motivation, one of which is through the application of mindfulness.

Research shows that mindfulness being fully aware of the present moment in a non-reactive and non-judgmental manner can enhance self-awareness, emotional regulation, and self-control, which are important foundations for the emergence of intrinsic motivation.⁵ A study conducted by Agusta, Faturrohman, and Miladia found that regular mindfulness practice among elementary school students significantly improved intrinsic learning motivation and amygdala emotional regulation.⁶ Another study by Diputera, Zulpan, and Eza confirms that a meaningful, attentive, and enjoyable learning approach creates learning experiences that trigger curiosity and personal satisfaction, two key elements of intrinsic motivation.⁷

Based on these social facts and literary theories, it can be hypothesized that the systematic application of mindfulness practices in elementary school children contributes significantly to increasing their intrinsic motivation to learn.⁸ Mindfulness allows children to realize the value of learning itself, not just the results or imbalances. Mindfulness also helps children to focus better, manage stress, and actively engage in the learning process.⁹ In this context, techniques such as mindful breathing, short meditation, and self-reflection are practical interventions that can be implemented in both school and home environments.¹⁰

This study aims to explain the relationship between mindfulness practices and intrinsic motivation in children. It presents empirical data and the latest research findings related to the effectiveness of mindfulness interventions in school-age children. It provides practical recommendations for teachers, parents, and education practitioners to integrate mindfulness

⁴ R M Ryan and E L Deci, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness* (Guilford Publications, 2017).

⁵ Sari Zakiah Akmal et al., "Strategi Peningkatan Motivasi Dan Resiliensi Akademik Siswa SMK Melalui Pembekalan Guru Bimbingan Konseling," *Jurnal Pengabdian Dan Pemberdayaan Masyarakat* 5, no. 1 (2024).

⁶ Ratu Meri Agusta, Sulthona Faturrohman, and Uly Arta Miladia, "Pengaruh Mindfulness Dalam Meningkatkan Kompetensi Sosial Emosional, Motivasi Belajar Dan Regulasi Emosi (Amigdala) Pada Siswa Sekolah Dasar," *PAIDAGOGIA: Jurnal Pengajaran Dan Pendidikan* 1, no. 2 (2025).

⁷ Artha Mahindra Diputera, Zulpan, and Gita Noveri Eza, "Memahami Konsep Pendekatan Deep Learning Dalam Pembelajaran Anak Usia Dini Yang Meaningful, Mindful Dan Joyful: Kajian Melalui Filsafat Pendidikan," *JURNAL BUNGA RAMPAI USIA EMAS* 10, no. 2 (2024), <https://doi.org/10.24114/jbrue.v10i2.67168>.

⁸ Mohammad Ali Mahmudi et al., *Psikologi Pendidikan*, ed. Free Dirga Dwatra, Cetakan pe (Kota Padang Sumatera Barat: CV HEI Publishing Indonesia, 2024).

⁹ Nur Cholis et al., "Implementasi Pembelajaran Sosial Emosional (Pse) Dalam Domain Pendidikan Terhadap Motivasi Peserta Didik," *Pendas : Jurnal Ilmiah Pendidikan Dasar* 09, No. 04 (2024).

¹⁰ Yasyfa Maghfira and Dewi Ayu Larassati, "Membangun Budaya Kerja Sehat Dan Berkinerja Tinggi: Mengintegrasikan Work-Life Balance Dalam Manajemen Kantor Melalui Penerapan Ergonomi Dan K3," *Indonesian Journal of Public Administration Review* 1, no. 2 (2024), <https://doi.org/10.47134/par.v1i2.2440>.

exercises into daily learning routines in order to encourage the sustainable growth of children's intrinsic motivation.

RESEARCH METHODS

This study is a qualitative study with a field research approach. The research will be conducted at Rajik 09 Public Elementary School, Bangka Belitung, which has implemented a mindfulness program in its learning activities. The focus of the study is on 4th and 5th grade students who have participated in mindfulness interventions for at least 1 month.

Data sources and data collection techniques used in-depth interviews with 8 informants. Details of informants: 4 students (grades 4 and 5; 2 boys and 2 girls) who have undergone mindfulness training. 2 classroom teachers who implemented the mindfulness program in the classroom. 1 guidance counselor or school counselor who monitored the psychological development of the students. 1 parent to understand changes in the child's behavior at home. The purpose of the interview was to explore the perceptions, experiences, and changes in learning motivation felt by the children after participating in mindfulness practice.

Next, the researcher conducted participatory observation by directly observing the students' mindfulness activities in class for two weeks. Observation focus: student behavior during mindfulness sessions (e.g., mindful breathing, self-reflection), changes in learning behavior (initiative, perseverance, focus without prompting), social interaction, and responses to learning tasks. Observations will be recorded using ethnographic observation sheets, including facial expressions, body language, and engagement in tasks.

The documentation collected included lesson plans (RPP) that incorporated mindfulness practices, student assignments and daily journals, teacher reports, and behavior notes from counselors. Meanwhile, one Focus Group Discussion (FGD) session was held with five teachers (including the principal and other classroom teachers). The purpose of the FGD was to explore strategies for implementing mindfulness and its impact on classroom climate and student motivation.

The data analysis techniques collected were analyzed using the Miles & Huberman Model, which consists of: Data condensation: Grouping data based on themes such as: the impact of mindfulness, behavioral changes, student/teacher perceptions. Data Presentation: Presenting data through descriptive narratives, thematic matrices, and direct quotes. Drawing Conclusions: Identifying patterns of association between the application of mindfulness and the emergence of intrinsic motivation in children.

RESULT AND DISCUSSION

Result

This research was conducted at SDN 09 Rajik, Bangka Belitung, which is located in an area rich in culture and natural beauty. This school has a high commitment to improving the quality of education, especially in facing the challenges of an increasingly complex era. In this study, students in grades IV and V were selected as the main subjects, with classroom teachers and parents as supporting informants. The data collection methods used include in-depth interviews, participatory observation, and documentation of mindfulness learning practices implemented over six weeks. This approach was designed to provide a comprehensive picture of the application of mindfulness in the context of primary education.

1. Application of Mindfulness in Learning

The mindfulness exercises implemented at SDN 09 Rajik include several techniques designed for children, such as mindful breathing exercises, simple body scans, mindful listening activities, and mindful coloring. Each of these activities is done for 10 to 15 minutes every morning before the lesson starts. This approach not only gives students time to calm their minds, but also prepares them mentally and emotionally for the day's learning.¹¹

Conscious breathing exercises are one of the most fundamental techniques, where students are taught to focus on their breathing, feeling every breath inhaled and exhaled. In this practice, the teacher directs students to sit comfortably and close their eyes, so that they can more easily focus their attention on breathing. This technique not only helps students to feel calmer, but also increases their self-awareness. For example, a student who initially appears agitated may begin to feel calm after a few times doing this exercise.¹²

Simple body scanning is another technique taught, where students are invited to notice every part of their body from head to toe. Through this technique, students learn to recognize tension or discomfort in their bodies and learn to release it. The mindful listening activity invites students to listen attentively to the sounds around them, both the sounds of nature and the voices of their friends. Meanwhile, mindful coloring provides an opportunity for students to express their creativity in a calm and focused way.

Self-reflection through a simple daily journal is also an important part of mindfulness practice. Students are invited to write down their experiences after doing mindfulness practice every day. This not only helps them to reflect on their feelings and thoughts, but also develops

¹¹ Suwandi et al., "Efektivitas Mindful Education Dalam Meningkatkan Kesejahteraan Mental , Prestasi Akademik , Dan Keterampilan Sosial Siswa," *Academy of Social Science and Global Citizenship Journal* 4, no. 2 (2024).

¹² Satya Adhinugroho et al., "Meditasi mindfulness untuk meningkatkan Konsentrasi Siswa," *Cendikia Jurnal Pendidikan Dan Pengajaran* 3, no. 1 (2025).

their writing and critical thinking skills. With simple and fun age-appropriate guidelines, teachers are able to create a supportive atmosphere for students to engage in each mindfulness activity.

2. Changes in Child Behavior and Response

Based on observations and interviews conducted during the study, there were significant behavioral changes in most students. Children who previously tended to be restless and difficult to concentrate are now calmer and more focused when learning. This change can be seen in the way they interact in class, where they are better able to listen to the teacher's explanation without being distracted by the sounds or activities around them.

One striking example is a student named Rina, who was known as a very active child and often found it difficult to keep quiet. After taking part in mindfulness exercises regularly, Rina showed remarkable progress. During class discussions, she started raising her hand to speak up and express her opinion, something she rarely did before. In addition, the impulsive or distractive behavior that often arose in her was drastically reduced. She is now better able to control her emotions and wait for her turn to speak, which shows improvement in her social skills.¹³

In addition, observations also showed an increase in active participation in class discussions. Students who were previously passive now began to show initiative to ask questions and share ideas. This not only creates a more interactive learning atmosphere, but also increases their confidence. Some children even started to show learning initiatives without being told, such as looking for additional information on topics being discussed in class. This is a sign that they are not only learning to fulfill the demands, but also because of the curiosity that develops in them.¹⁴

3. Intrinsic Motivation of Children

Findings from interviews with students, teachers and parents showed that children who regularly practiced mindfulness experienced a significant increase in intrinsic motivation. Intrinsic motivation is the drive to do an activity out of curiosity and personal satisfaction, not just because someone else tells you to. In an educational context, this is particularly important

¹³ Nur Hamidah, Hertien Koosbandiah Surtikanti, and Riandi, "Implementasi Education For Sustainable Development (ESD) Pada Universitas Lintas Negara Terhadap Tingkat Pengetahuan Dan Perilaku Kesadaran Lingkungan Mahasiswa," *Asian Journal Collaboration of Social Environmental and Education* 1, no. 1 (2023), <https://doi.org/10.61511/ajcsee.v1i1.2023.247>.

¹⁴ Adi Wijayanto, Uin Sayyid, and Ali Rahmatullah Tulungagung, *Nilai-Nilai Social Science Di Dunia Pendidikan Dan Masyarakat, Book Chapter*, vol. 1, 2024, <https://doi.org/10.5281/zenodo.11385524>.

as intrinsically motivated children tend to be more engaged in the learning process and have better learning outcomes.¹⁵

Some students revealed that they started learning because of the curiosity that arose after the mindfulness exercises. For example, a student named Andi stated that after doing breathing exercises, he felt calmer and was able to think more clearly. He started to find out more about subjects that interested him, such as science and the environment. Andi feels proud when he successfully completes challenging tasks, and this further encourages him to study harder.

Another student, Lila, also showed an increase in intrinsic motivation. She admitted that she felt more challenged to complete the tasks given by the teacher, not only because she was afraid of getting a bad grade, but because she wanted to prove to herself that she could do it. The sense of pride in the results of her hard work made Lila even more eager to learn. This shows that mindfulness training not only impacts behavior, but also the way children perceive the learning process itself.

4. Teacher and Parent Perceptions

Teachers' and parents' perceptions of mindfulness training were also very positive. Teachers felt that mindfulness training helped to create a conducive learning atmosphere and reduce children's stress levels. With this practice, teachers can more easily manage the class, as students are more able to concentrate and actively participate in learning. One teacher revealed that before implementing mindfulness, she often felt frustrated with students who were difficult to focus on. However, after implementing this exercise, she felt a significant change in the classroom dynamics.

Parents also responded positively to the changes they observed in their children at home. Many parents reported that their children are now more patient and able to manage their emotions better. For example, a parent named Budi revealed that his son, Dika, who used to get angry when he didn't get what he wanted, is now better able to control his emotions. Dika has even started helping with homework without being asked, which shows that he has developed a greater sense of responsibility.

From the results of this study, it can be concluded that the application of mindfulness in learning at SDN 09 Rajik has a significant impact on changes in behavior, intrinsic motivation, and perceptions of teachers and parents. Regular mindfulness practice not only helps students to be calmer and more focused, but also increases their active participation in learning. In addition,

¹⁵ Laesti Nurishlah, Anisa Nurlaila, and Mangun Rusnaya, "Strategi Pengembangan Motivasi Instrinsik Di Dalam Pembelajaran Siswa Sekolah Dasar," *JURNAL MURABBI* 2, no. 2 (2023), <https://doi.org/https://doi.org/10.69630/jm.v2i2.20>.

the children's intrinsic motivation also experienced a significant increase, where they started learning out of curiosity and challenge, not just because of orders from the teacher.

Positive perceptions from teachers and parents add to the evidence that mindfulness practices can be an effective tool in improving the quality of education.¹⁶ By creating a conducive and supportive learning environment, students are expected to develop optimally, both in academic and emotional aspects. This research shows the importance of integrating mindfulness in the basic education curriculum, which focuses not only on mastering the material, but also on developing students' character and social skills. In the future, it is hoped that more schools will implement similar practices to create a mentally and emotionally healthier generation.

Discussion

1. Correlation between Mindfulness and Intrinsic Motivation

The importance of mindfulness in the context of education, particularly in the development of children's intrinsic motivation, cannot be underestimated. Mindfulness, or full awareness, is the ability to be fully present in the present moment without judgment. In the context of learning, this means that children who are able to apply mindfulness can focus more on the learning process itself, not just the outcome. Research shows that when children are able to be fully present, they are more likely to find meaning in the learning process. For example, when a child learns math, they don't just see numbers and formulas, but also understand the concepts behind them, making learning more meaningful.

Self-Determination theory developed by Ryan and Deci emphasizes that intrinsic motivation arises from basic human needs for autonomy, competence, and connectedness.¹⁷ When children feel they have control over their learning process, they are more likely to be actively engaged and find satisfaction in learning.¹⁸ For example, a child who is given a choice in selecting the project topic they want to work on will feel more motivated to learn because they have autonomy in the decision. As such, mindfulness plays an important role in helping children achieve this level of autonomy, which in turn strengthens their intrinsic motivation.

Furthermore, research results by Brown and Ryan show that mindfulness not only improves focus and attention, but also contributes to the development of self-regulation. When children learn to regulate their attention, they also learn to manage their emotions and impulses. This is particularly important in an educational context, where challenges and obstacles can often

¹⁶ Suyatno, Dholina Inang Pambudi, and Wantini, *Makna Dalam Bekerja Dan Profesionalisme Guru Di Indonesia*, Cetakan pe (Banguntapan, Bantul, Yogyakarta.: K-Media, 2023).

¹⁷ Ryan and Deci, *Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness*.

¹⁸ Dody Setiawan, "Pengaruh Mindfulness Dan Organizational Citizenship Behavior (Ocb) Terhadap Kinerja Pegawai Dengan Motivasi Intrinsik Sebagai Variabel Mediasi," *Tesis*, 2024.

lead to frustration and loss of motivation. For example, a child who has difficulty in understanding the subject matter may feel discouraged. However, with good mindfulness skills, the child can learn to stay calm, identify their emotions, and seek more constructive solutions.

Therefore, it is clear that there is a strong relationship between mindfulness and intrinsic motivation. By increasing self-awareness and self-regulation, mindfulness helps children to be more engaged in the learning process, find meaning in academic activities, and ultimately, increase their motivation to learn.¹⁹

2. Effectiveness of Mindfulness in Elementary School Children

Mindfulness practices have been shown to be effective in improving children's mental and emotional well-being, even when applied in short, simple bursts. Primary school children, with their curious nature and high imagination, tend to respond positively to activities that involve creative elements such as physical movement, visualization and play. For example, activities such as “mindful coloring” where children are invited to color pictures while focusing on color and texture, can help them to practice mindfulness while channeling their creativity.

A study conducted by Schonert-Reichl et al. showed that children who regularly practiced mindfulness not only experienced improvements in academic skills, but also in social-emotional aspects such as empathy and emotion regulation. This is particularly important, given that intrinsic motivation is often closely linked to a child's ability to interact with peers and manage their emotions. For example, a child who can understand and feel the emotions of their peers will be more likely to collaborate on group projects, which in turn can enhance their learning experience.

Moreover, mindfulness can also help children cope with stress and anxiety that often arise in a school setting. With simple breathing techniques and mindfulness exercises, children can learn to calm themselves down when facing pressure, be it from schoolwork or social interactions. This is an invaluable life skill that will not only be beneficial during the school years, but also in the future.

3. Supporting and inhibiting factors

In the implementation of mindfulness practice in schools, there are several factors that can support or hinder the success of this program. One of the main supporting factors is the commitment of the teacher to guide the mindfulness practice consistently. When teachers show dedication and enthusiasm towards the practice, children are more likely to engage and consider it an important part of their routine. For example, if a teacher starts each day with a short

¹⁹ Rizqika Rahmadini and Rose Mini Agoes Salim, “Peran Persepsi Dukungan Sosial Sebagai Mediator Antara Trait Mindfulness Dan Motivasi Akademik Mahasiswa,” *Jurnal Penelitian Dan Pengembangan Pendidikan* 7, no. 3 (2023), <https://doi.org/10.23887/jppp.v7i3.58907>.

mindfulness session, children will begin to look forward to it as a time to relax and focus before starting lessons.

Support from the principal and parents is also very important. Principals who support mindfulness initiatives will create a conducive environment for teachers to implement this practice. On the other hand, parents who understand the benefits of mindfulness can continue this practice at home, thus creating consistency in the child's experience. For example, parents can engage their children in mindfulness activities before bedtime, such as meditation or listening to the breath, which can help children sleep better and wake up excited to learn.

However, there are also inhibiting factors to consider. One of the biggest challenges is time constraints in a busy curriculum. With so much material to teach, teachers often feel pressured to cover all topics, thus neglecting mindfulness practices. In addition, the lack of training for teachers in mindfulness techniques can also be a barrier. Without enough understanding on how to teach mindfulness, teachers may not feel confident in implementing it in the classroom.

Some children may also have difficulty focusing at the beginning of a mindfulness session. Children with lower attention spans or who are used to a very active environment may feel restless and uncomfortable when asked to sit still and focus. Therefore, it is important to provide a flexible and adaptive approach to teaching mindfulness, so that all children can benefit.

4. Practical Implications

This study provides a number of recommendations for education stakeholders to improve the implementation of mindfulness in schools. For teachers, it is highly recommended to integrate short mindfulness exercises into the learning routine. This can be done at the start of the day or during transitions between subjects. This way, children will be more mentally prepared to learn and better able to manage their emotions during the learning process.

For parents, continuing mindfulness practices at home is also very important. Simple activities such as listening to a shared breath before bed or reading a story that fosters self-awareness can help children to stay connected to mindfulness practices outside of school. This not only reinforces the skills they learn at school, but also creates a stronger bond between parent and child.

For schools and education offices, it is very important to conduct basic mindfulness training for teachers. This training will not only provide the necessary knowledge to teach mindfulness, but also build teachers' confidence in applying it in the classroom. In addition, providing time in the curriculum for character development activities that support students'

psychological well-being is an important step to ensure that mindfulness is widely accepted and applied.²⁰

In conclusion, mindfulness has great potential in enhancing children's intrinsic motivation in primary school. By helping children to be fully present in the learning process, mindfulness can strengthen self-regulation and focus of attention, which are key to finding meaning in learning. The effectiveness of mindfulness practices, albeit in a short duration, shows that children can experience significant benefits in academic and social-emotional aspects.

However, to effectively implement mindfulness practices, it is important to address the supporting and inhibiting factors. Support from teachers, principals and parents is crucial in creating an environment conducive to mindfulness practice. In addition, training for teachers and adjusting teaching methods to meet the needs of children are also necessary. By implementing the recommendations discussed, it is hoped that mindfulness can become an integral part of education in primary schools, helping children not only in learning, but also in developing valuable life skills for their future.

CONCLUSION

The implementation of mindfulness in the primary school environment has been shown to have a significant positive impact on increasing children's intrinsic motivation. Simple exercises such as mindful breathing, self-reflection, and mindfulness-based activities help children focus, calm down, and develop curiosity and meaning in the learning process. Children are more actively engaged, show initiative in learning, and are able to manage emotions and stress in academic and social activities.

In addition, support from teachers, principals and parents plays an important role in the successful implementation of mindfulness. Positive perceptions from stakeholders indicate that mindfulness not only helps improve the quality of learning, but also shapes children's character and social skills. Nonetheless, some constraints such as limited time in the curriculum and minimal teacher training are still a challenge.

Therefore, it is important to systematically integrate mindfulness into the basic education curriculum and provide for teacher training. With adaptive and collaborative strategies, mindfulness can be an important foundation for children's overall academic, emotional and social development and equip them with long-term life skills.

²⁰ Moh. Sholeh, Ahmad Zubairi, and Dhanang Amoasidhi, "Praktik Mindfulness Di Sekolah Dasar : Dampaknya Terhadap Kesejahteraan Peserta Didik Dan Kesuksesan Akademik," *PROSIDING SEMINAR NASIONAL*, 2024.

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